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ABSTRACT

Forty parents of mildly retarded high school students, 108 community service agencies, and 21 directors of guidance and special education were surveyed to determine information needs and availability of community services for these parents and their children in United Township High School (Illinois). Parents were asked about current use of services and ranked their service needs. Agencies were asked for information about services, eligibility requirements, referral procedure, and clientele. Guidance and special education directors were asked about content and format of information presented to parents. Seventy-eight percent of the parents indicated needs for counseling, education, financial assistance, legal aid, recreation, or vocational training. Only 45 percent reported that they had previously used these services. Ranked as the most important need was vocational training, followed by counseling, education, legal aid, financial assistance, and recreation. Agency surveys revealed that 79 percent of the agencies provided counseling and only 8 percent provided financial assistance. Eighteen of 21 districts represented by the guidance and special education directors provided vocational training information to parents. The information from the survey was used to develop a handbook of community services for parents. (CL)

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PRACTICUM IN SPECIAL EDUCATION

"Information Needs of Parents and Availability of Community Services for Mildly Mentally Handicapped High School Students"

Presented
to
Department of Special Education
Western Illinois University

Partial Fulfillment
for
Master of Science in Education
Degree

By

David R. Berg

Special Education Chairman

United Township High School

East Moline, Illinois

EC152541

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Chapter I

THE PROBLEM

Statement of the Problem

What are the information needs of parents of mildly mentally handicapped high school students?

Analysis of the Problem

The purpose of the study was to identify the information needs of parents of mildly mentally handicapped high school students and, based on the needs, provide information about services available to United Township High School (UTHS) students and their parents. The problem involved the following sub-questions:

1. Could parents of mildly mentally handicapped high school students identify their information needs?
2. What community services were available to meet the needs parents identified?
3. How were community services networked to deliver service?

Definition of Terms

The study used terms with the following definitions:

Community service agency -- an organization providing counseling, education, financial assistance, legal aide, recreation or vocational training.

Mild mental handicap -- The students' intellectual development, mental capacity, adaptive behavior and academic achievement are markedly delayed as determined by individual intelligence testing using commonly accepted tests. A student must score in the range of 70-55.

Network -- a widespread, organized system to deliver community social services to UTHS clients.

Delimitations and Limitations

This study identified the information needs of parents of mildly mentally handicapped high school students and provided information about services available to parents and students. The study included only students attending United Township High School identified mildly mentally handicapped. Only agencies serving residents of Henry, or Rock Island County have been included in the handbook.

It was not known if the parents surveyed identified their information needs based on current problems or problems they anticipated for the future. The survey questions may only have had significance to the population surveyed.

Assumptions

The study was based on certain assumptions regarding the information needs of parents and the availability of services. It was assumed that, given a forced choice

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survey, the parents of mildly mentally handicapped students could identify their information needs. It was further assumed mildly mentally handicapped students are underserved. Finally, it was assumed a network of services could be identified enabling clients to locate appropriate services.

Significance of the Problem

The research determined that parents of mildly mentally handicapped students do not understand or use the network of community service agencies. The importance of the project was its link between the needs of parents and the availability of services in the community.

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Chapter II

REVIEW OF LITERATURE

The purpose of the project was to identify the information needs of parents of mildly mentally handicapped students and to provide information to parents and students based on their needs. Questions arose from this problem which have been discussed in the special education literature. This review of literature is presented in four parts: 1) Problems of the Population; 2) The Community Services; 3) Information Needs of Parents and 4) The Summary.

Problems of the Population

Payne and Patton (1981) found that mentally handicapped adults have problems in the community. These problems may be caused by the individual's skill deficits, such as low vocational skills needed to obtain employment, or by a lack of community services to teach employment skills. Edgerton and Bercovici (1976) wrote that mildly mentally handicapped persons tend to be at the lower end of the socio-economic scale. They hold menial jobs adversely affected by poor economic conditions. The authors determined that the personal lives of the mentally handicapped lacked fulfillment. Few married and the study showed mentally handicapped persons were less likely to

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name two friends than any of the comparison groups.

In a British study of social and personal needs, Younghusband (1970) wrote that one-third of the responses to her survey indicated a need for financial assistance. In a review of social adjustments made by mentally handicapped persons, MacMillan (1981) found that authors noted mildly mentally handicapped persons, when compared to their normal peers, have more need for financial assistance. Brolin (1981) noted many mildly mentally handicapped persons are below their peers in earnings and may be eligible for more financial assistance.

Another area of study has concerned the involvement of the mildly mentally handicapped with the courts. MacMillan (1981) found a larger number of mentally handicapped persons tend to have contacts with the law than their normal peers experience. Robinson (1976) noted that mentally handicapped persons tend to have more minor contacts with law enforcement officials than their normal peers.

Wolfensburger (1972) wrote education was important to help mentally handicapped individuals make the adjustments necessary for normalization. Stodden, Ianacone and Lazar (1979) found that a stronger relationship needed to be developed between education and vocational rehabilitation services.

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Community Services

Wolfensburger (1972) based his normalization principle on the belief that the problems mentally handicapped persons faced were directly related to social attitudes. The principle proposed that retarded persons be dispersed in the community with the idea a handicapped individual could be socially integrated through independent living. Meyen (1978) noted essential services included education, vocational training, counseling and recreation. The provision of support activities, according to Simeonson and Simeonson (1981) was based on relevant models of family functioning and took into account the resources of the family.

A number of services provided a framework for establishing a model taking clients from intake to follow-up. Eight stages were identified by Payne, Mercer and Epstein (1974) providing a model for service networking. The stages were intake, diagnostic evaluation, vocational evaluation, counseling, prevocational training, job placement and follow-up. Ehlers, Krishef and Prothro (1977) wrote the most minimal program of community services included diagnostic evaluation, special education, vocational rehabilitation, counseling and recreation. The authors noted vocational services included work evaluation, personal adjustment training and on-the-job training.

Information Needs of Parents

Wolfensburger (1967) wrote there were few references to parents in the early mental retardation literature. A major cause for increased attention to the problems of parents of mentally handicapped children was research into stimulation and environmental deprivation. Hess and Shipman (1965) and Skeels (1966) demonstrated the negative consequences of a restricted environment. Koch and Dobson (1976) noted as mentally handicapped persons mature, their families find it more difficult to provide education, recreation and vocational training. Simeonson and Simeonson (1981) found parents wanted specific types of information concerning their child's handicapping condition and management advice. Dunlap (1976) wrote parents wanted services enabling their children to become as independent as possible.

"What parents need is specific, clearly transmitted, honest information about the child's condition, implications about the future and knowledge about steps parents can take to deal with problems" (Matheny and Vernick, 1969). The authors wrote that parents could be helped to learn appropriate guidelines for action when the emphasis was placed on communication rather than on short term psychotherapy. Paul and Porter (1981) found parents needed technical information and support care. Cunningham and Sloper (1977) wrote parents felt privacy and access to

support services were critical and that significant information needed to be presented several times to prevent misunderstandings.

Summary

Based on the literature, the needs of mildly mentally handicapped persons are counseling, education, financial assistance, legal aide, recreation and vocational training. The literature noted that these services exist in the community, but a major problem existed linking the needs of the parents to available services.

Chapter III

PURPOSE OF THE STUDY

The Purpose of the study was to identify the information needs of parents of mildly mentally handicapped high school students and to provide information about community services available to parents and students. The project posed several problems: 1) could parents identify their own information needs? 2) what community services were available to fulfill the needs of mildly mentally handicapped high school students? and 4) how were community services networked to provide service? This chapter is divided into two parts: Sources of Data and Procedure.

Sources of Data

Three populations were surveyed for this project: parents, community service agencies and directors of guidance and special education. The parents of UTHS students identified as educably mentally handicapped were surveyed to determine their information needs. The population represented the graduating classes of 1981 through 1986.

One hundred eight community service agencies were surveyed to determine the availability of services, and the service network. The agencies contacted offered counseling, education, financial assistance, legal aide,

counseling, education, financial assistance, legal aide, recreation or vocational training.

The third population involved in this project included directors of guidance and special education. Twenty-one directors of guidance and special education were surveyed. They represented the school districts of the Black Hawk Area Special Education District, the Henry-Stark Special Education District and the Mississippi Bend Area Education Agency in Iowa.

Procedure

Three instruments were developed for this project by the examiner. The first, A Parent Survey (See Appendix A), was written using forced choice questions based on the problems identified in the literature. The parents were asked about their current use of services and to prioritize problems based on their current needs. Finally, parents were asked to rank their service needs from most important to least important.

The second instrument (See Appendix B), was a survey of special services. The questions were derived from information presented in the Voluntary Action Center's publication listing United Way service agencies. The survey was designed to identify each agency's name and location, service area, primary service, eligibility requirements, fees, referral procedure and clientele.

The third instrument (See Appendix C) was a special services survey completed by the directors of guidance and special education. This survey asked the directors of guidance and special education if they provided information to parents of mildly mentally handicapped students regarding school programs or community services. Next they were asked what specific information was presented to the parents and finally, what format was used to present the information.

The surveys were mailed to the members of each population. Ten days after mailing the surveys a follow-up telephone call was made to prompt a response. Ten days following the first telephone call, a second telephone call was made to obtain a response. Results of the surveys are described in the following chapter.

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Chapter IV

FINDINGS AND RESULTS

Forty parents (100%) responded to the parent survey. Thirty-one (78%) of the parents reported they would value information regarding counseling, education, financial assistance, legal aide, recreation or vocational training. Only eighteen (45%) reported they had previously used these services. Thirty parents (85%) expected to need services within five eears. Parents ranked vocational training information as their most important need followed in order by counseling, education, legal aide, financial assistance and recreation.

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TABLE 1

PARENT INFORMATION NEEDS

N= 40 Information Use	N	Percentage	Rank
Information is of value	31	78	
Previously used service	18	45	
Expected future need	30	75	
Information Need	**N**	**Percentage**	**Rank**
Counseling	9	22.5	2
Education	6	15.0	3
Financial Assistance	4	10.0	5
Legal Aide	5	12.5	4
Recreation	0	0	6
Vocational Training	16	40.0	1

Ninety-four community service agencies (87%) responded to the survey of special services (See Table 2). Twenty-four agencies (26%) made up the network of community service agencies serving the needs of mildly mentally handicapped students. Nineteen agencies (79%) provided counseling to the parents or to the students. Seven agencies

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(29%) serviced the education needs of the mildly mentally handicapped. Only two agencies (8%) reported financial assistance in their programs for mildly mentally handicapped persons. Five agencies (21%) provided legal aide. Ten agencies (42%) provided vocational training programs.

TABLE 2

COMMUNITY SOCIAL SERVICES FOR THE MILDLY MENTALLY HANDICAPPED

Service Category	Number of Agencies	Percentage of Agencies
N = 24		
Counseling	19	79
Education	7	29
Financial Assistance	2	8
Legal Aide	5	21
Recreation	2	8
Vocational Training	10	42

The results of the survey of directors of special education and guidance showed a 100 % response (See Table 3). All twenty-one districts provided information to parents regarding education programs. Eighteen districts provided vocational training information to parents. Thirteen districts (72%) provided information to parents concerning counseling services in the community. Five districts (28%) presented financial

assistance information to parents. Three districts (17%) also provided recreation information to the parents.

TABLE 3

COMMUNITY SERVICE INFORMATION CURRENTLY PROVIDED BY AREA SCHOOL DISTRICTS TO PARENTS

Information Provided	Number of Districts	Percentage of Districts
N = 21		
Counseling	13	72
Education	21	100
Financial Assistance	5	28
Legal Aide	3	17
Recreation	3	17
Vocational Training	21	100

Chapter V

EVALUATION

Efforts and Products

Writing the handbook of community services was a learning experience. Identifying the information needs of parents of mildly mentally handicapped students increased awareness of the problems the parents faced trying to obtain support services. Parents realized their needs for vocational training, counseling and education programs; however they did not know where to locate information to make use of these services. Parents turned to the school for information, but no organized collection of basic information existed. The community services handbook should therefore provide direction to the parents looking for support services for their mildly mentally handicapped children.

The project was an opportunity to learn what the community agencies have done to meet the needs of the mildly mentally handicapped high school students. Most agencies had simplified their referral process to encourage participation. Information and referral services were important parts of most agencies to help direct clients to the most appropriate community service agencies. Over one hundred agencies were surveyed. The cooperation of the community in the project was crucial to the completion of the handbook. The examination of the

service agencies improved the communication between United Township High School and the community.

The survey of directors of guidance and special education offered another chance to examine how professionals had tried to solve the problem of linking available services to parent needs for information. Neighboring school districts used a variety of formats to present information to parents. These included IEP conferences, private counseling sessions and handbooks describing general educational programs or policy. This examination also provided insight to the means others in education had worked to solve a problem.

In conclusion, the efforts and products of this study increased the awareness of the problems of parents and improved the communication between United Township High School and the community service agencies.

Practicum and Benefits

The purpose of the study was to identify the information needs of parents of mildly mentally handicapped high school students and to provide information about services available to students attending United Township High School. Based on the literature, the study showed that parents of mildly mentally handicapped students could identify their information needs. To provide information about available services, the study identified 24 specific

agencies providing services for the mildly mentally handicapped students. The study identified a network of services organized to provide a wide range of services as stated in the literature.

As a result of the identification of the needs of mildly mentally handicapped students, United Township High School will produce a handbook containing basic information about community social service agencies. The handbook will link the information needs of parents to available services; the network of agencies providing service to mildly mentally handicapped students. The handbook will be provided to the parents of mildly mentally handicapped students at the annual conference that is conducted to review each student's educational program.

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Appendix A

Parent Survey

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UNITED TOWNSHIP HIGH SCHOOL

East Moline, Illinois 61244
Phone 309-752-1600

Thomas A. Parker, Superintendent

RICHARD GREENE, PRINCIPAL
NORTH CAMPUS
752-1664

FRANK H. EVANS, PRINCIPAL
SOUTH CAMPUS
752-1633

MICHAEL HANLIN, DIRECTOR
AREA VOCATIONAL CENTER
752-1691

3/15/82

Dear Parent,

We are attempting to find out the informational needs of the parents of educable mentally handicapped students. The information we are seeking will be used to help the high school special education program to develop better services and to direct students to the most useful agencies after graduation. Would you please take just a few minutes to complete the enclosed survey and then use the envelop I have provided to return the survey to me? We appreciate your help as we work together to make the services for your student better.

Sincerely,

David R. Berg

David R. Berg
Special Education Chairman

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A PARENT SURVEY

1. Would you, as a parent of an educably mentally handicapped student, find information about counseling, education, financial assistance, legal aide, recreation or vocational training services in the community for your child valuable?

   ____ Yes ____ No

2. Have you ever used a counseling, education, financial assistance, legal aide, recreation or vocational training service in the community for your child?

   ____ Yes ____ No

3. Do you expect to use counseling, education, financial assistance, legal aide, recreation or vocational training service in the community for your child in the next five years?

   ____ Yes ____ No

4. How would you rate your child's current need for counseling?

   ___ Most Important ___ Very Important ___ Important
   ___ Not Very Important ___ Least Important

5. How would you rate your child's current need for education?

   ___ Most Important ___ Very Important ___ Important
   ___ Not Very Important ___ Least Important

6. How would you rate your child's current need for financial assistance?

   ___ Most Important ___ Very Important ___ Important
   ___ Not Very Important ___ Least Important

7. How would you rate your child's current need for legal aide?

   ___ Most Important ___ Very Important ___ Important
   ___ Not Very Important ___ Least Important

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A PARENT SURVEY (continued

8. How would you rate your child's current need for recreation?

___ Most Important ___ Very Important ___ Important
___ Not Very Important ___ Least Important

9. How would you rate your child's current need for vocational training?

___ Most Important ___ Very Important ___ Important
___ Not Very Important ___ Least Important

10. Rank counseling, education, financial assistance, legal aide, recreation and vocational training services from most important to least important.

_____ _____ _____ _____ _____ _____

Most Least

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Appendix B

Community Services Survey

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UNITED TOWNSHIP HIGH SCHOOL

East Moline, Illinois 61244
Phone 309-752-1600

Thomas A. Parker, Superintendent

RICHARD GREENE, PRINCIPAL
NORTH CAMPUS
752-1664

FRANK H. EVANS, PRINCIPAL
SOUTH CAMPUS
752-1633

MICHAEL HANLIN, DIRECTOR
AREA VOCATIONAL CENTER
752-1691

July 12, 1981

Dear Administrator,

I am writing a handbook for special education students and their parents to identify special services available to these people in the Quad City Area. The Handbook will be valuable to program counselors and administrators who are seeking specific services for their clients. I am trying to create the most useful resource of this type possible.

The handbook begins with the identification of special services organizations in the Quad City Area. Each agency's purpose, services service area, eligibility requirements, referral procedure and costs to the client will be identified. The handbook will be cross referenced alphabetically and by the type of services provided.

To complete this project I must ask for your help. Would you please take a few moments to complete the enclosed survey and then return it to me using the stamped, self-addressed envelop I have provided for you. We appreciate your cooperation in this project.

Sincerely,

David R. Berg

David R. Berg
Chairman, Special Education

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A SURVEY OF SPECIAL SERVICES
FOR THE QUAD CITY AREA

1. What is the name of the special service organization?

_____

2. Who sponsors the organization?_____

_____

3. Who is the chief administrator?_____

4. What is the service area assigned to the program?

_____

_____

5. What community needs does the organization serve?

_____

_____

_____

6. What is the organization's primary service?

_____

_____

_____

7. Are additional services or programs available?

_____

_____

_____

8. What are the requirements to be eligible for service?

_____

_____

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9. What are the costs for receiving services and who is responsible for paying these costs?_____

_____

_____

10. Please describe the referral procedure._____

_____

_____

_____

11. Are the programs directed toward a specific age group?_____

_____

_____

Thank-you!

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Appendix C

Directors of Guidance and Special Education Survey

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UNITED TOWNSHIP HIGH SCHOOL

East Moline, Illinois 61244
Phone 309-752-1600

Thomas A. Parker, Superintendent

RICHARD GREENE, PRINCIPAL
NORTH CAMPUS
752-1664

FRANK H. EVANS, PRINCIPAL
SOUTH CAMPUS
752-1633

MICHAEL HANLIN, DIRECTOR
AREA VOCATIONAL CENTER
752-1691

3/15/82

Dear Colleague,

We are doing research to determine the informational needs of the parents of educable mentally handicapped students and the best methods to present information to these parents. We are interested in your opinion and your experience. Would you please take a few minutes to complete the enclosed survey. Use the stamped, self addressed envelop I have provided for you to return the survey to me. We appreciate your cooperation with our research request.

Sincerely,

David R. Berg

David R. Berg
Special Education Chairman

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SPECIAL SERVICES SURVEY

1. Do your provide the parents of educable mentally handicapped students information concerning:
   A) Your educational program? ___Yes ___No
   B) Community Services? ___Yes ___No

If Yes,

2. What kinds of information in your opinion is most important to the parents of educable mentally handicapped students ages 14-21 years? Please check:____Counseling,referral information

   _____Educational services information

   _____Income maintenance information

   _____Legal assistance information

   _____Leisure time information

   _____Vocational services information

3. What information, if any, do you specifically provide to parents of educable mentally handicapped students?

   _____

   _____

   _____

   _____

   _____

4. What format is used to provide information to parents about community services?

   _____A) Provide no information concerning community services

   _____B) Provide general information and referral such as a handbook, telephone listing, etc.

   _____C) Provide specific information based upon individual needs

   Please specify:_____

   _____

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Appendix D

Community Services Handbook

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FOREWARD

There are many non-profit counseling, education, financial assistance, legal aide, recreation and vocational training services available to the residents of Henry and Rock Island County. This handbook has been designed as a guide to community services for the mildly mentally handicapped high school student.

Inclusion of an agency does not imply endorsement of its services, nor does exclusion reflect on the contribution an organization may be making in the community.

It is possible that some agencies serving mildly mentally handicapped persons may have been inadvertently omitted from the handbook either because their existance was not known or because accurate information about their programs was not obtained. If you have need for additional information please call the special education office at the United Township High School at 752-1679.

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HOW TO USE THIS HANDBOOK

To find an agency in this handbook, look up the name of the agency in the Alphabetical Listing of Agencies. The Alphabetical Listing of Agencies will direct you to the correct page number.

If you do not have a specific agency in mind, but wish to find the available services in a particular field consult the Categorical Index located in the back of the handbook.

The body of the handbook is arranged alphabetically providing an identifying description of each agency and its services.

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ALPHABETICAL LISTING OF AGENCIES

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Community Services Information

AGENCY:	Arrowhead Ranch
PURPOSE:	Provide rehabilitation services to youth
SERVICES:	Counseling; education; vocational training
AREA SERVED:	Illinois
ELIGIBILITY:	Determined by the juvenile court
REFERRAL:	Made by the juvenile court and Department of Children and Family Services
FEES TO CLIENT:	No fees are charged to the client

AGENCY:	Black Hawk Area Special Education District
PURPOSE:	Coordinate special services in schools
SERVICES:	Counseling; education; teacher training; testing programs
AREA SERVED:	School districts located in Henry, Mercer, and Rock Island County
ELIGIBILITY:	No requirements
REFERRAL:	Parents/students complete permission form
FEES TO CLIENT:	No fees are charged to the client

AGENCY:	Black Hawk College Alternative High School
PURPOSE:	Assist high school dropouts complete education
SERVICES:	G.E.D. programs; vocational training
AREA SERVED:	Black Hawk Junior College District
ELIGIBILITY:	Students must be sixteen years of age and have permission from home high school to attend
REFERRAL:	Students complete an admission form
FEES TO CLIENT:	Clients pay according to the program they choose based on their ability to pay

AGENCY:	Bethany Home
PURPOSE:	Provide child welfare services
SERVICES:	Counseling; referral service
AREA SERVED:	Rock Island County
ELIGIBILITY:	Services are provided on a contractual basis
REFERRAL:	Made by Department of Children and Family Services
FEES TO CLIENT:	No fees are charged to the client

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AGENCY:	Comprehensive Community Mental Health Center
PURPOSE:	Provide help with emotional problems
SERVICES:	Counseling; education; medical care; leisure time activities
AREA SERVED:	Mercer and Rock Island County
ELIGIBILITY:	No requirements
REFERRAL:	Made by physician or private citizen
FEES TO CLIENT:	Determined by the client's ability to pay

AGENCY:	Council on Children at Risk
PURPOSE:	Provide services for abused/neglected children
SERVICES:	Counseling; diagnosis; treatment
AREA SERVED:	Henry and Rock Island County
ELIGIBILITY:	Services are provided on a contractual basis
REFERRAL:	Made by Department of Children and Family Services
FEES TO CLIENT:	No fees are charged to the client

AGENCY:	Disabled Individuals Assistance Line
PURPOSE:	Provide information to handicapped persons
SERVICES:	Counseling; library; referral; speakers
AREA SERVED:	Illinois
ELIGIBILITY:	No requirements
REFERRAL:	Telephone (312) 793-5000
FEES TO CLIENT:	Collect calls are accepted from Illinois

AGENCY:	Handicapped Development Center
PURPOSE:	Assist handicapped persons to be productive community members
SERVICES:	Residential; Vocational training
AREA SERVED:	Rock Island County
ELIGIBILITY:	Diagnosis of a condition preventing employment
REFERRAL:	Client compleres an application
FEES TO CLIENT:	No fees are charged to the client

AGENCY:	Illinois Department of Children and Family Services
PURPOSE:	Provide child welfare services
SERVICES:	Counseling; investigation of abuse; referral
AREA SERVED:	Illinois
ELIGIBILITY:	Resident of Illinois
REFERRAL:	Made by social service agencies
FEES TO CLIENT:	No fees are charged to the client

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AGENCY:	Illinois Department of Rehabilitative Services
PURPOSE:	Help disabled persons to become employable
SERVICES:	Counseling; job placement; vocational training
AREA SERVED:	Illinois
ELIGIBILITY:	Diagnosis of a condition preventing employment
REFERRAL:	Appointments accepted for personal interview
FEES TO CLIENT:	No fees are charged to the client

AGENCY:	Illinois Developmental Disabiliteis Advocacy Authority
PURPOSE:	Maintain the rights of developmentally disabled persons
SERVICES:	Counseling; education
AREA SERVED:	Illinois
ELIGIBILITY:	Diagnosis of a developmental disability
REFERRAL:	Telephone (217) 644-5750
FEES TO CLIENT:	Collect calls are accepted from Illinois

AGENCY:	Illinois Job Service
PURPOSE:	Provide job placement
SERVICES:	Counseling; job placement; vocational training
AREA SERVED:	Illinois
ELIGIBILITY:	No requirements
REFERRAL:	Appointments are accepted for personal interview
FEES TO CLIENT:	No fees are charged to the client

AGENCY:	Information, Referral and Assistance Service
PURPOSE:	Provide social service information
SERVICES:	Referral
AREA SERVED:	Rock Island County
ELIGIBILITY:	No requirements
REFERRAL:	Telephone (309) 786-5424
FEES TO CLIENTS:	No fees are charged to the client

AGENCY:	Parent Information Center
PURPOSE:	Provide special education information to parents
SERVICES:	Counseling; referral
AREA SERVED:	Illinois
ELIGIBILITY:	No requirements
REFERRAL:	Telephone (312) 939-3513
FEES TO CLIENT:	Collect calls are accepted from Illinois

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AGENCY:	Prairie State Legal Services
PURPOSE:	Provide legal aid to low income individuals
SERVICES:	Legal counseling; representation
AREA SERVED:	Illinois
ELIGIBILITY:	Determined by income
REFERRAL:	Made by social service agencies; screened by legal staff
FEES TO CLIENT:	No fees are charged to the client

AGENCY:	Rock Island County Association for Retarded Citizens
PURPOSE:	Provide service for mentally retarded persons
SERVICES:	Job placement; residential; vocational training
AREA SERVED:	Henry and Rock Island County
ELIGIBILITY:	Diagnosis of mental retardation
REFERRAL:	Clients are interviewed
FEES TO CLIENT:	No fees are charged to the client

AGENCY:	Rock Island County Juvenile Court System
PURPOSE:	Supervise minor offenders
SERVICES:	Legal counseling; probation; supervision
AREA SERVED:	Rock Island County
ELIGIBILITY:	Clients have been adjudicated delinquent
REFERRAL:	Intake interview leads to recommendation by the State's Attorney
FEES TO CLIENT:	No fees are charged to the client

AGENCY:	Rock Island County Office of CETA Programs
PURPOSE:	Prepare youth for employment
SERVICES:	Counseling; job placement; vocational training
AREA SERVED:	Rock Island County
ELIGIBILITY:	Age sixteen; diagnosis of a handicap
REFERRAL:	Complete a CETA application
FEES TO CLIENT:	No fees are charged to the client

AGENCY:	Salvation Army
PURPOSE:	Provide social welfare and disaster relief
SERVICES:	Counseling; disaster assistance, residential
AREA SERVED:	Rock Island County
ELIGIBILITY:	No requirements
REFERRAL:	Made by individual appointments and social services
FEES TO CLIENT:	No fees are charged to the client

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AGENCY:	Skills Incorporated
PURPOSE:	Provide vocational training
SERVICES:	Counseling; job placement; sheltered workshop; vocational training
AREA SERVED:	Illinois
ELIGIBILITY:	Diagnosis of a condition preventing employment
REFERRAL:	Made by state agencies and individual appointments
FEES TO CLIENT:	No fees are charged to the client

AGENCY:	United Delinquency Intervention Services
PURPOSE:	Provide assistance to adjudicated delinquents
SERVICES:	Counseling; education; job placement; vocational training
AREA SERVED:	Illinois
ELIGIBILITY:	Clients have been adjudicated delinquent
REFERRAL:	Made by the juvenile court
FEES TO CLIENT:	No fees are charged to the client

AGENCY:	University of Iowa
PURPOSE:	Specific departments provide assessment, education and medical services
SERVICES:	Assessment; counseling; diagnosis, education; medical and research services
AREA SERVED:	Eastern Iowa and Western Illinois
ELIGIBILITY:	Requirements set by individual departments
REFERRAL:	Made by physician or social service agencies
FEES TO CLIENT:	Fees are charged according to specific programs based on ability to pay

AGENCY:	Upper Rock Island County Psychologist and Social Work Office
PURPOSE:	Provide psychological and social work service
SERVICES:	Assessment; counseling; parent training
AREA SERVED:	Rock Island County
ELIGIBILITY:	Students between the ages of 3-21 years
REFERRAL:	Permission forms and applications are completed for individual evaluation
FEES TO CLIENT:	Small fee is charged for parent training material; no other fees are charged to the clients

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AGENCY:	Youth Service Bureau
PURPOSE:	Prevent youth from involvement with juvenile court
SERVICES:	Counseling; referral
AREA SERVED:	Henry and Rock Island County
ELIGIBILITY:	Youth under the age of 21 years
REFERRAL:	Interviews arranged by telephone or personal visit
FEES TO CLIENT:	No fees are charged to the client

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